



Manby Lodge Infant School Relationships and Behaviour Policy

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1. INTRODUCTION

Manby Lodge Infant School is a happy and caring school where expectations of behaviour are high. We provide a safe and positive learning environment where children can understand and express their feelings and respect those of others. We aim to build a community based on partnerships with children, staff, parents, governors, and the wider community.

Equal opportunities are an integral part of promoting good behaviour within the school. Staff have high expectations of all children regardless of background or additional need. Good relationships are key to children behaving well, and staff at Manby Lodge understand this.

Our school values of **Happiness, Kindness, Confidence, and Independence** underpin everything we do at Manby Lodge Infant School and provide a foundation for good behaviour. Our school ethos is to 'be the best we can' and this includes the way we treat others and the relationships we form.

2. AIMS

The aim of this policy is to outline a consistent whole school approach for managing behaviour and relationships across the school. We want all children to behave well and build positive relationships with others. We want them to become reliable, trustworthy, independent, and courteous members of the school community, and productive citizens in the future.

The school recognises that the encouragement of good behaviour is the result of a partnership between all staff, teaching and non-teaching, the Governing Body, parents, children, and all within the local community. We aim to provide children with the skills to understand their own behaviour and behaviour they see from others. We have high expectations of pupil behaviour, and the vast majority of children are able to meet these expectations and show they are safe, ready and respectful. We recognise that behaviour is a form of communication. Where children are showing unwanted behaviours at school, we will endeavour to understand if they have unmet needs, de-regulated emotions, or mental health challenges. We will respond to children with firm and consistent boundaries, kindness, and empathy, making reasonable adjustments, as appropriate.

We aim to:

- Support children to feel good about themselves in order to develop positive relationships with others
- Ensure children can learn and challenge themselves, without distraction and interruption
- Provide a safe and nurturing environment
- Provide tools and strategies to help children regulate and ultimately self-regulate successfully such as The Zones of Regulation, and our Jigsaw PSHE curriculum
- Provide clear guidance for children about behaviours we expect
- Provide clear guidance for staff so there is a consistent and calm approach to behaviour management
- Ensure all adults take responsibility for managing behaviour, and follow up with children and parents as appropriate
- Have honest and open communication with parents
- Build community and connection with all stakeholders
- Ensure adults have a range of strategies to use including praise, individual and whole class compliments, de-escalation, distraction, use of visuals, choice boards, and individual behaviour charts
- Ensure sanctions are proportionate and restorative, to help the pupil understand the impact of their behaviour on others and support them to manage their behaviour in a better way

3. LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010 and Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities 2014](#)
- [Keeping Children Safe in Education 2025](#)
- [Behaviour and discipline in schools; Guidance for Governing Bodies 2012](#)

- [Teachers' Standards](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](#)
- [Use of reasonable force in schools 2013](#)
- Mental health and behaviour in schools updated 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- SEND Code of Practice: 0 – 25 years Updated 2020
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4. A WHOLE SCHOOL APPROACH

We have 3 key expectations that we share with the children. These key expectations cover all aspects of behaviour in school. We expect children to be **SAFE**, **READY** and **RESPECTFUL**.

Key Expectation	What does this look like?	Staff will support children by
SAFE 	Children will be safe in the way they move around the school Children will be safe when using the toilets, in class and when in the playground Children will keep others safe, and recognise their behaviour needs to be predictable and kind Children will be safe in the way they use resources Children will know how to keep themselves safe and who to tell if they feel unsafe Children will be safe in the way they use their bodies, hands and feet Children will be safe online both in and out of school	Making the expectations clear Modelling and specific teaching of expectations Showing videos Praising children, using children as role models Buddying children up Teaching the Relationships and Health curriculum weekly Use visual resources where children do not understand Working in partnership with parents and carers Setting up lunchtime clubs and activities such as bubble club, playground equipment, adults initiating play
READY 	Children will have all resources ready for learning and know where to find them Children will show they are ready to focus and pay attention Children will show they are ready to produce their very best work Children will have their basic needs met (hungry, thirsty, tired etc.) so they are ready to learn Children will be ready to move their learning on	Notice when children are not ready, and check in on them Offer The Zones of Regulation toolkit for children to use Have a calm-down area in class with sensory toys and books Have organised classrooms with resources clearly labelled Speaking to parents and following safeguarding procedures where basic needs are not being met

	Children will come to school with the correct equipment and uniform showing they are ready for school Children will be in school on time	Teach so children remember more, learn more, know more Using concrete materials before moving onto more abstract concepts
RESPECTFUL 	Children will treat others kindly, recognising the way they behave has an impact on others Children will listen to others and expect to be listened to Children will be respectful to adults and show good listening and looking, following instructions Children will respect themselves, and think about mental and physical health both now and in the future Children will respect each other and know that we are all unique and special, and that difference can be celebrated Children will be respectful of the school environment and resources, treating them well Children will understand the importance of respecting our world through eco-events and sustainability	The class teacher to teach Relationships and Health lessons explicitly Take part in key National celebrations eg Anti-bullying week, Online safety week Model what is expected, teaching and clarifying what good behaviour looks like Model respectful relationships with other staff and children Classrooms will be organised with learning resources easily accessible All classes will have recycling bins, food bins and general waste Eco-council lead will run whole school assemblies

Adults will explore with children what these three expectations mean and what it looks like when children are being safe, ready and respectful.

Our whole school approach starts with our three key expectations and a shared understanding of five principles that will be evident throughout the school, for all staff. Staff work hard to form positive relationships with children and facilitate the children forming positive relationships with each other.

FIVE PRINCIPLES

1. Consistent, calm adult behaviour
2. First attention to best conduct - More adult time is given to recognising good behaviour rather than attention given to poor behaviour
3. Relentless norms and routines e.g. 'In this classroom we...'
4. Proportionate consequences, acknowledgements, and rewards
5. Restorative follow up

5. ROLES AND RESPONSIBILITIES

The Governing Body will:

- Have oversight of behaviour patterns and actions the school has taken
- Offer challenge and advice
- Follow up on complaints where necessary
- Discuss safeguarding (including wellbeing of children and staff) at all Full Governing Body meetings

The Head Teacher and The Senior Leadership Team will:

- Be visible around the school, modelling strategies for behaviour management
- Regularly celebrate children whose efforts go above and beyond expectations
- Seek advice from inclusion agencies where behaviour is challenging, exploring alternative methods and reasonable adjustments
- Remind staff about record keeping and consistency across the school
- Keep concise records about behaviour, and notice patterns about behaviour across the school as logged by staff
- Ensure staff training needs are identified and met
- Support teachers in managing children with more complex or challenging behaviours
- Meet with parents and/or staff where behaviour is complex or challenging, clarifying expectations and considering next steps to prevent disruption to learning or harm to others

All staff and others who manage behaviour will:

- Take responsibility for children in their class and around the school, reinforcing high behaviour expectations
- Be good role models, following behaviour principles with colleagues, parents and children
- Welcome children at the start of the day, noticing individual changes, emotions, events, in order to build relationships and support children to be ready for learning
- Positively notice the behaviour we expect throughout the day, using specific and targeted praise and give less attention to unwanted behaviours
- Explicitly teach behaviour expectations
- Build rich relationships with others and demonstrate genuine care and compassion
- Create conditions for excellent behaviour, with a focus on quality first teaching and consistency
- Seek support from leaders in school where behaviour is challenging
- Unpick behaviour incidents, hearing what happened from all involved and calling witnesses where necessary
- Communicate behaviour concerns with parents, and work in partnership to address these
- Attempt to deal with behaviour in a calm and consistent manner, removing their own emotions from the situation

Parents will:

- Work in partnership with the school, following up with children where there have been behaviour incidents, attending meetings with the school and sharing a consistent message
- Reflect on boundaries and routines at home, thinking about consistency as this helps children behave well in school
- Ensure children have good attendance and are punctual at the start of the school day, arriving with everything they need e.g. water bottle, PE kit, book bag
- Speak to class teachers in the first instance, if they are worried or concerned about their child's mental health, emotional regulation or behaviour at home or school
- Avoid contacting other parents directly about incidents that have happened in school as

this tends to escalate situations. If necessary, the school will contact all parties involved following their own investigation of behaviour incidents.

We aim for a positive relationship with our parents and when families join the school, they are asked to sign our Home School Agreement. Parents are encouraged to alert the school to health problems or any changes or likely changes at home such as bereavement, new siblings, or moving house. These life events might affect a child's behaviour or performance at school.

Children will:

- Understand what our three key expectations are and do their best to follow the behaviour expectations set by school
- Treat others as they would like to be treated themselves
- Form positive relationships with others
- Be happy, kind, independent and confident by the time they leave Manby Lodge
- Try their best, and make progress during their time at school
- Understand that poor behaviour choices have an impact on others
- Follow a restorative approach when reflecting on challenging behaviour

6. CURRICULUM AND ORDINARILY AVAILABLE RESOURCES

We use the Jigsaw scheme to support our teaching of the Personal Social Health Education (PSHE) (RSHE) curriculum. There is a different theme each half term; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Areas covered include understanding and developing self-esteem, managing emotions, understanding relationships both positive/healthy and not, mental and physical health.

We regularly talk to the children and remind them that they have the right to be safe, learn without interruption, be happy, give consent and have an opinion. This is within PSHE lessons and outside of them. Each class teacher will also hold 'Circle Time' sessions as and when required. This is in response to issues that arise throughout the normal school days. This provides the children with the opportunity to openly discuss issues such as friendships, appropriate behaviour, caring for others and caring for the environment.

The **Zones of Regulation** are also used across the school. The Zones are a recognised and evidence-based approach to firstly help children to name and recognise their emotions, then to support them to manage their emotions and self-regulate.

Each classroom in the school has a **calm-down corner**. This is an area children can go to if they need to calm, regulate, or need a break. There are a range of resources in the calm-down corners including sensory toys, colouring, malleable materials, books, Zones of Regulation toolkit. Sessions in the calm-down corner are timed, and children then come back to join the rest of the class.

Surrey's Ordinarily Available Provision is frequently referred to -

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#social>

7. RECOGNITION AND REWARDS

Staff want children to behave well because they know it is the right thing to do (intrinsically motivated). Staff recognise that some children may need more extrinsic motivation than others (including immediate

physical reward) but all children benefit from specific and genuine recognition and praise.

Individual recognition and rewards include

- Praise - genuine, public, specific, appropriate
- High fives or super stars
- Round of applause, thumbs up, pat on the back
- Opportunities to show and share
- First choice of activities
- Line leader or jobs/responsibilities given
- Showing excellent work in class or to other adults
- Praise post cards sent home
- Celebration assembly
- Staff notify parents where behaviour has been exceptional
- Reward charts for individuals, as necessary
- 'I am working for' incentives, where necessary
- Other methods specific to staff linked to children's individual needs

The form is titled 'You've got Proud Post!' in large, colorful letters. It includes a thumbs up icon in the top right corner. Below the title, there are fields for 'Date:', 'Name:', 'Class:', and 'Reason:'. A 'Signed by:' field is located at the bottom right. The form also features a school logo in the bottom left corner and the text 'Learn More • Do More • Be More' and 'Be The Best We Can' at the bottom.

Group recognition and rewards include

- Whole class compliments
- Group or table compliments and recognition
- Praise, genuine, public, specific, appropriate
- Group given jobs/responsibilities
- First out to play/lunchtime
- Impromptu celebration – where children behave consistently well e.g. extra break time, listening to music, extra computing time, children's free choice

8. SANCTIONS AND CONSEQUENCES

All children and staff have the right to come to school and be safe and able to learn. Challenging and inappropriate behaviour is disruptive, can take a disproportionate amount of time to manage and resource and can cause pain and injury to others (staff and children).

Examples of inappropriate behaviour include:

- Not listening to the teacher or adults who are speaking
- Repeated calling out and trying to distract others
- Being disrespectful to adults
- Being disrespectful or verbally unkind to other children
- Destroying other children's learning or games
- Being physical towards other children or adults e.g. lashing out, hitting, kicking, biting
- Destroying the learning environment or resources e.g. ripping down displays, tipping resources out
- Throwing resources at others
- Leaving the classroom without permission
- Running away from adults
- Intimidating others with words or actions
- Racial, cultural, disability or any discriminatory abuse (individually or part of a larger group)

Any sanction or consequences will be proportionate and restorative. Staff understand that behaviour incidents need to be managed fairly, consistently, calmly, and with a shared and predictable language.

Staff will be supported by leaders, to manage complex behaviours, and inclusion advice will be sought where a range of strategies have been tried but challenging behaviour continues.

Staff do not use a public behaviour ladder in class. When dealing with behaviour incidents, staff will refer to our three key expectations eg 'I can see you are not being **safe**', 'I can see you are not **ready**', 'that was not kind or **respectful**'. They will also use a range of de-escalation strategies and techniques (Appendix A).

Stage	Examples of behaviour	Response
1. Reminder and prompt	- Running in the hallway - Pushing in line - Distracted in class - Not following instructions	Staff give a reminder of expected behaviour eg 'Remember to be safe and use walking feet', 'show me safe walking', 'thank you for remembering to walk safely'. Staff may use verbal as well as non-verbal indicators eg using symbols/visuals to emphasise 'good looking and listening in class'. Staff may use proximal praise to indirectly remind children of the expectation. Proximal praise is praising children near the child whose behaviour you want to change. Direct reminder and prompt may include: show me you can..., that behaviour is not safe, I wonder if you can....., I would like you to..., our school expectations are please show me this. Staff to encourage children to reflect on what they could do instead eg 'what could you do instead of pushing in the line? Why would this be a better choice?
2. Warning	- Repeated poor behaviour - Low level disruption eg making noises, distracting others - Ignoring instructions after already being reminded - Not playing fairly, not sharing resources	Staff clarify expectation with child eg 'I can see you are still I have already given you a reminder. This is your warning'. Staff present instruction in an indirect way eg I wonder if you can..., I bet you can't show me ... Staff check understanding of task. Staff explicitly describe what they want to happen eg 'I can hear the noises you are making. I want you to stop making those noises and come and sit with me'. Staff may suggest the child moves to a different space or use a timer. Opportunities to use The Zones of Regulation or calm-down area in class.

		Staff emphasise action that was not kind and impact on others. Social story or comic strip conversation may be useful. Child to apologise as appropriate and adapt play. Try distraction and reset expectation. Inform or discuss with parents
3. Consequences	• Repeated poor behaviour • Hurting others (child or staff) – pushing, hitting, kicking, biting • Ignoring instructions • Distracting others and disrupting learning • Being unkind to others – name calling, leaving others out, setting bad example, • Discriminatory behaviour • Unsafe behaviour eg leaving the classroom • Pulling down classroom displays • Throwing resources	This level of behaviour is logged on CPOMS noting the behaviour, context, and follow up response and consequence. Our primary response will be to manage risk to children and staff. Direct and explicit noticing. Language with children – notice behaviour then give consequence: I noticed you chose to You now need towork at another table/ have some thinking time Remind child of the rule – I want to see you being..../ I know you can be.... safe/ready/respectful. Reduced language used where needed to help the child understand e.g. ‘No hitting, kind hands’ Use of visuals as necessary eg good choice/poor choice, red/green cards Carpet or table seating moved Completing work during break/lunchtime Written apology to others while in school or at home Thinking time either within the classroom or in another area of the school Thinking time with DHT or HT Discussion with parents, possibly with members of SLT/SENCo Reduced space to play e.g. in the Year 1 undercover area, directed to Bubble club as there is a higher staff ratio and defined space to play, reduced time in the big playground Involvement of outside agencies as necessary Other consequences as appropriate e.g. early collection from the office area De-escalation plan may be put in place. De-escalation plans are always shared with parents. Reduced timetable, suspension, exclusion

4. Follow up – Repair and restore	• Child given a chance to discuss how they are feeling and how they will manage situations in future • Child knows consequence was fair and necessary • Child is able to move on and reset	Staff to speak to child once the consequence or sanction has been completed. • Who was affected by your actions? • How are you now feeling? • What should we do to put things right? • How can we do things differently next time?
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When considering sanctions, the professional judgement of staff will always be used. Staff will always consider what the most appropriate adjustments or consequences are, to support the individual as well as reduce risk to others.

9. RESTRICTIVE PHYSICAL INTERVENTION

Surrey County Council fully endorses the underpinning principles published by the Department for Education and Skills/Department of Health (2002), being that the use of force should, wherever possible, be avoided but that there are occasions when the use of force is appropriate.

We adhere to the Surrey Model 'Touch' Policy. https://www.manbylodge.co.uk/wp-content/uploads/2023/11/qEQ8mgMA5C2li19xTWnh_Touch-and-the-use-of-restrictive-force-Policy-and-guidance-Autumn-2023.pdf. The majority of staff have participated in Positive Touch and De-escalation training.

The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop. Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control. As with all state schools any form of physical punishment by staff is not allowed.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to face violence or assault in the course of their work. Where physical intervention needs to be used, every effort should be made to ensure the presence of another adult.

Where a restrictive physical intervention has been used, this will be communicated to parents and recorded on CPOMS, using the 'positive touch' flag.

10. SUSPENSION AND EXCLUSION

The Headteacher (or Deputy in the Headteacher's absence) has the discretion to implement a suspension or exclusion as deemed necessary.

Definitions

Suspension – Where a child is removed from the current school for a set amount of time. Also known as a fixed term exclusion.

Exclusion (permanent) - Exclusion refers to a pupil who is removed from the current school setting permanently. They are no longer allowed to attend that school.

Suspension will only be applied when a child's behaviour significantly impacts the safety or wellbeing of other children, staff or themselves. A child may be suspended for one or more fixed periods (Up to a maximum of 45 school days in a single academic year).

A suspension may be given when there has been (this is not an exhaustive list);

- A serious physical assault or physically aggressive behaviour against an adult or child
- Ongoing verbal abuse or threatening behaviour
- Use of or threat of an offensive weapon
- Repeatedly leaving the classroom without permission

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When considering suspension or exclusion, reference is made to the DfE document - 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', Sept 23,

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Parents will always be notified if the Headteacher makes the decision to suspend or exclude a child. The parent will be asked to collect the child from school premises as soon as possible. At this time, the parent will be notified of the reason, how long the suspension or exclusion will be for, details about reintegration and return to school, and the appeals process. The Headteacher will also be responsible for notifying the local authority.

11. BEHAVIOUR RELATED TO SOCIAL, EMOTIONAL, MENTAL HEALTH

Children with social, emotional, mental health needs may present with repeated and challenging behaviour that can be extreme. Children may have social, emotional, mental health needs for a range of reasons including adverse childhood experiences, trauma, attachment difficulties, having additional (SEND) needs, social care involvement (having a social worker), children who have been Looked After by the local authority.

There may be occasions where an alternative individual behaviour plan is necessary. The plan will be coordinated by the SENCo and class teacher in partnership with parents. The plan aims to prevent escalating behaviour, and we recognise that where behaviour is predictable, it is often preventable. SEN agencies will be consulted where necessary including the Specialist Teachers for Inclusive Practice, Freemantles ASD outreach, REMA team, Positive Touch team, Paediatrician, CAMHS (consultation with mental health link worker) Educational Psychologist if available.

Staff will consider a range of interventions that may help including:

- ELSA support (Emotional literacy support) within school,
- Time with a therapy dog
- Time in our sensory room
- Social skills interventions
- Positive touch and de-escalation techniques

Referrals may be made to support the child or wider family through a range of local partners including Spurgeons, Surrey Children's Services and Family and Children's Centres.

12. INCIDENTS RELATED TO BULLYING AND/OR CHILD-ON-CHILD ABUSE

Refer to our Anti-bullying Policy here - <https://www.manbylodge.co.uk/wp-content/uploads/2023/02/Anti-bullying-policy-Spring-2023.pdf>

Bullying and child-on-child abuse is not tolerated at Manby Lodge. Every child has the right to be happy in school and feel comfortable in the school environment. Where there is an allegation of bullying, staff will thoroughly investigate, speaking to all involved as well as witnesses as necessary. Each allegation is recorded and dealt with individually. Consequences may involve an apology, removing the perpetrator from areas where the incident happened, additional supervision or adjustments made, discussion with parents, exclusion from the playground or classroom.

The majority of bullying allegations turn out to be disagreements between children or children falling out and being unkind to each other. In order for an allegation of bullying to be substantiated, the actions of the perpetrator/s need to be:

- A deliberate intention to hurt or humiliate
- A power imbalance
- Repeated over time (usually persistent)

Our aim is to resolve matters between children quickly. However, if it continues parents will be asked to meet with the Headteacher and further discussions will be held to resolve the issues.

A range of responses appropriate to the situation may include:

- A referral to ELSA (Emotional Literacy Support)
- Circle time in class or with a group of children; individual work with the victim or perpetrator (e.g. social stories, activities set out in Anti bullying strategies), zoning play areas
- Removal of the perpetrator from the playground or classroom
- A referral to Behaviour Support Services through the Specialist Teachers for Inclusive Practise
- Carry out sanctions/consequences as listed in this policy
- Feedback to parents, and involvement of parents in follow up actions

Racism, gender harassment and discrimination will be not tolerated at Manby Lodge. The school has a responsibility to report racist, discriminatory and gender harassment incidents to the Local Authority. These will all be recorded on CPOMS and reviewed by the Headteacher or Senior Leadership Team.

13. MANAGING CHILDREN'S BEHAVIOUR OUTSIDE SCHOOL

The above rewards and sanctions still apply when children are out of school even when not supervised by school staff. Manby Lodge children are representing their school when out in the community and can be easily identified by their uniform in a public place. We therefore ask parents and carers to support the school in developing good citizenship with their children.

When children are on visits and school outings, we expect their behaviour to be exemplary as the children are representing Manby Lodge out in the community. With particular identified children, we will work with parents to ensure their behaviour on visits and outings is acceptable. We will also take into account whether 1-1 staff/parent ratio is needed to support the child.

Cyber bullying and inappropriate online use is also covered by this policy. At Manby Lodge Infant School, the children are taught how to be safe online, and taught about the associated risks around content, contact and conduct.

14. ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations made by children against staff will be investigated. Where children are found to have made an unfounded or malicious allegation against a member of staff, these will be taken very seriously and the Headteacher will consider disciplinary action if appropriate. Further information about allegations made against staff and whistleblowing can be found in our Children Protection and Safeguarding Policy.

<https://www.manbylodge.co.uk/wp-content/uploads/2023/09/Manby-Lodge-Safeguarding-Child-Protection-Policy-2023-2024.pdf>

15. RECORDING AND REPORTING

Staff record incidents of poor behaviour on CPOMS along with indicators that a child may be struggling such as becoming withdrawn, swearing, acting out, lacking resilience, becoming upset, worries or anxiety.

CPOMS is a date and time stamped, electronic system of record keeping. CPOMS entries are flagged according to the type of entry. Flags include behaviour, positive touch, parental involvement, outside agency involvement. The record will transfer with the child to forwarding schools in future.

A termly behaviour report is shared with Governors as part of the Headteachers Report. Governors interrogate the information, asking questions and offering suggestions around trends or patterns.

16. MONITORING

The implementation of this policy will be monitored on a regular basis through the Senior Leadership Team and staff meetings to see how successfully the strategies work. Focussed observations will provide further evidence as to whether children are conforming to expected standards of behaviour.

Leaders continue to review school partnership with parents, and have termly 'parent voice' meetings, as well as regular conversations with parents about behaviour.

The Deputy Headteacher analyses termly behaviour reports from CPOMS, looking at patterns of poor behaviour and following up with staff and children as necessary.

This policy is reviewed annually by the Headteacher and Governing Body.

Senior leaders participated in a whole school project called Relational and Restorative Practice led by the Specialist Teachers for Inclusive Practice team (February 24 – July 24). Leaders continue to engage in regular ongoing review sessions.

REFERENCES

Staff considered a range of behaviour advice and research when rewriting this policy including;

- Paul Dix, 'When the Adults Change, Everything Changes'
- Tom Bennett, 'The Beginning Teacher's Behaviour Toolkit' https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf
- Education Endowment Foundation, Improving Behaviour in Schools <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>
- Alfie Kohn, 'Punished by Rewards'

17. Appendix A - De-escalation Strategies and Techniques



Language choices, say:

'You can do this' 'Let's ask I think they can help' 'I want to help you'

'would it help if....?' 'I can see you are upset, I wonder if this is because... ' 'I see your point'

'I understand that you are ' 'Let's talk about this later when ' 'I'm here to listen and help'

'Talk to me about ' 'How are you feeling?'



Make a suggestion:

Talk about something they like Use Zones of Regulation toolkit Go for a walk

Remind them of something they love Draw a picture of what happened

Change the environment eg leave the classroom and find a quiet space Help a friend

Do something physical (heavy work) Use the calm-down corner

Draw a comic strip conversation Do a job Do some tidying Say sorry to

Move other children away Change the activity they are doing Try active ignoring



Remember to:

Listen to all parties involved Acknowledge and validate their feelings

Remove the audience Distract where appropriate Use active listening

Show empathy Give choice Use humour if appropriate Act calm even if you aren't

Call another adult for help if needed Keep reactions proportionate

Focus on the behaviour/incident Explain the impact of their actions

Use a firm, low voice Constantly assess risk to self and others Clarify expectations

Ask other children what happened if necessary Debrief and repair afterwards